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ABSTRACT

An evaluation examined how the Career Skills Enhancement Program identified and met the workplace literacy and basic skill needs of employees of the Santa Clara County (California) Office of Education. Data were collected through surveys, interviews, program records, participant evaluations of workshops, evaluator observations, and skill level assessments. Results were obtained on six program objectives: job skills study, curriculum development, awareness/recruitment campaign, tutor training and support, student placement and Individual Enhancement Process, and support services. Career enhancement workshops, support groups, and other support services were also evaluated. A series of specific outcomes that were predicted in the proposal were evaluated: participation rate, literacy achievement, and job performance in terms of promotion, professional aspirations, and self-esteem. Though the program did not reach its numeric targets for enrollment, the project was a successful venture. Several of the outcome measures were achieved, and many participants had very positive experiences. (The bulk of this document contains six appendices: (1) evaluation by literacy consultant; (2) instruments; (3) publicity and recruitment materials; (4) workshop evaluation forms; (5) comments of workshop participants; and (6) workshop materials.) (NLA)

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Final Evaluation of Career Skills Enhancement Program

A Workplace Literacy Program of the Santa Clara County Office of Education

Award # V198A00081

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Career Skills Enhancement Program

Project Evaluation Report for 1990-1991

Award # V198A00081

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Introduction

The Career Skills Enhancement Program (CSEP), a collaborative project between the Santa Clara County Office of Education and Service Employees International Union (SEIU), Local 715, began operation in April, 1990 and ended September 30, 1991. As one of 38 workplace literacy programs funded by the United States Department of Education, CSEP offered one-to-one tutoring, vocational counseling, and career enhancement workshops. Through this range of activities, the program was able to meet the diverse career enhancement needs of County Office personnel.

The overall program goal, as stated in the October, 1989 grant proposal, was

> to identify and meet the workplace literacy and basic skill needs of the work force of the County Office of Education in order to enhance the ability of its employees to serve the educational needs of the students of Santa Clara County.

Six program objectives were identified: Jobs Skills Study, Curriculum Development, Awareness/Recruitment Campaign, Tutor Training for Program Volunteers, Student Placement and IEP Process, and Support Services.

This report evaluates the extent to which the Career Skills Enhancement Program fulfilled its initial objectives and met the needs of program participants and the County Office as an employer. As a means of assessing the success of the program, progress toward each objective will be evaluated, and outcomes of the project for participants will be reviewed.

EVALUATION PROCESS

A variety of data have been gathered to evaluate the project: through surveys, interviews, program records, participant evaluations of workshops, observations by an evaluator, and formal assessments of learners' skill levels. This report incorporates information gathered by the following methods:

1. Project staff compiled data regarding program participants (tutors and learners, persons who utilized support services) and services rendered (e.g., number of tutoring hours, workshops offered).

2. Project evaluators attended workshops and training sessions offered by the program and maintained records regarding these aspects of the program. Evaluators reviewed a variety of program materials, including fliers, articles, and other promotional media; assessment instruments and curricula; and handouts distributed at workshops and training sessions.

3. A literacy consultant conducted an evaluation of program materials, including curriculum for literacy learners and materials for tutor training. (See Appendix A for a copy of the consultant's evaluation.)

4. A telephone survey of management and supervisory personnel was conducted to determine the effectiveness of the management awareness sessions conducted by the Coordinator. (See Appendix B for survey instrument.)

5. Evaluation forms were sent to tutors 4-6 months after they completed the tutor training program. These instruments asked tutors to assess the effectiveness of the initial training after they had been actively tutoring for a period of time. Tutors were also asked to assess the availability and usefulness of program materials and additional support from project staff. (See Appendix B.) Thirty-six of the 86 active tutors returned completed surveys.

6. Formal assessments of learners' reading, writing, and mathematics skills were conducted by the Project Coordinator when students entered the program and again when they exited. Preliminary and follow-up assessments were available for 7 learners.

7. Ten learners were interviewed mid-way through the project to assess the efficacy of the enrollment, assessment, and tutor-learner matching process. Eight learners were interviewed at the end of the program to determine their overall satisfaction with the program and their achievements. (See Appendix B for both sets of interview questions.)

8. Supervisors were asked to assess their employees (if the employee granted permission to the evaluators) at the beginning of the program and again at the end to measure changes in work performance and attitudes. (See Appendix B.) A total of 12 matched pre- and post-assessments were completed by supervisors.

9. Tutors were surveyed at the end of the program to assess their perceptions of learners' progress, the general effectiveness of the program, and the support they received. (See Appendix B.) Twenty-six completed surveys were returned at the end of the program. Four additional tutors indicated that they had not tutored within the past few months and therefore did not complete the survey.

10. Written evaluations were solicited from persons who attended career enhancement workshops. (See Appendix D.) Across the various workshops, 87% of those in attendance completed and returned evaluations.

When evaluation instruments were mailed to respondents, those who did not respond promptly received at least one follow-up letter with an additional copy of the instrument. Open-ended responses to survey and interview questions were coded and aggregated. Means were calculated for numerical data for each instrument.

RESULTS

A. Evaluation of Program Objectives

1 Job Skills Study

The Coordinator conducted a job skills study during the first quarter of the project. This included a review of job descriptions, interviews with supervisors and potential learners, job shadowing, and analysis of materials used in various departments. This comprehensive study yielded information about the skill levels and educational needs of employees, as well as a wealth of job materials which would form the basis of the job-specific literacy curriculum. The effectiveness of this study as a basis for curriculum development is evaluated in the subsequent section.

2 Curriculum Development

Tutors and learners employed a variety of materials in their sessions. Through the job skills studies at the beginning of the project, CSEP was able to identify and collect job-specific materials. Once learners were enrolled in the program, they were encouraged to bring in additional materials which they wished to master. Examples of these materials include job training packets, forms to be completed on the job, film catalogs for media department employees, cleaning and safety instructions, Head Start menus, and Head Start safety and health materials. The Coordinator reported that these "real-life" materials were more effective than standard workplace literacy materials. Student-generated writing, developed as a part of the Language Experience Approach, was particularly useful in strengthening learners' skills. Students might, for example, develop coherent instructions for the use of new equipment. In addition, staff-generated vocabulary puzzles and games and math games were designed with attention to multiple learning modalities and styles.

As part of efforts to evaluate the curriculum developed for the Career Skills Enhancement Program, a literacy consultant was engaged to review the curriculum materials. Portions of the consultant's report are excerpted here; the complete report is included as Appendix A. In developing this report, the consultant reviewed materials and interviewed tutors and learners.

> CSEP has established its own resource library which is extensive and well-populated with standard published materials for literacy ... CSEP has also developed an excellent collection of games, manipulables and other materials which stress the kinesthetic learning channel, a learning channel that is rarely targeted in commercially produced materials. As part of the County Office of Education Library and Media Center, students and tutors also have available to them the Adult Literacy Collection and the Curriculum Guides and school textbooks from the school system.
>
> The CSEP program targets students in as many as 70 job classifications. It would be impossible to expect the program to locate or develop materials to cover this much content area ... From the

> interviews students and tutors report that an important part of the lessons is what content develops out of the students' work. Students develop their own spelling and vocabulary lists. One student brings the message forms she needs to fill out on her job. One student is working on fractions so that she can cook from recipes better (she works in a kitchen) ... There is no standard text or content area that can be injected into a student to cover this diversity of needs, activities, and interests. The cooperative process of student and tutor working together creates content and creates success.

In addition to a formal assessment of program materials by a literacy expert, it was desirable to determine how effective these materials were in actual tutoring sessions. During the post-training surveys, tutors were asked to rate the curriculum materials. Mean ratings can be found in Table 1.

Table 1. Mean ratings by tutors of curriculum materials on a five-point scale. N=36

Materials	Rating
Appropriate for the level of student	4.03
Interesting to student	3.79
Coverage of vital skills	4.17

3 Awareness/Recruitment Campaign

Six Awareness Workshops were conducted by the Project Coordinator for MCS (Management, Confidential, and Supervisory) employees in July and August, 1990. Thirty-three employees (of 150 MCS employee at the COE) attended one of the workshops. Twenty-two of these were from the Student Services Division. At the workshops, the Coordinator explained the program and the services available and engaged the group in activities to sensitize them to the needs and experiences of people with low or no literacy skills.

A telephone survey was conducted with a sample of seven Management and Supervisory employees as an index of the effectiveness of this part of the awareness campaign. (See Appendix B for survey instrument.) Of the seven employees who were interviewed, five reported having attended the awareness sessions conducted by the Project Coordinator. All of these people felt the purpose and scope of CSEP was sufficiently well explained that they could present it to their staff. Three said they understood the union's role in the program, while two said they understood it "somewhat." One commented that the union "could push it more. They aren't supporting it sufficiently." All were impressed with the clips from the film Bluffing It

and the sensitivity exercises. All of the respondents who had attended an awareness session reported speaking with their staffs about the program and encouraging participation.

CSEP was featured in several publications, both in-house (*Contact*) and external (the *San Jose Mercury News*, the Literacy Alliance Newsletter) to increase awareness and recruit learners and volunteer tutors. Fliers were posted throughout the main office and sites and were distributed with employee paychecks. A bimonthly CSEP newsletter was distributed to departments in the County Office. Examples of several publicity materials (fliers, articles, a newsletter) are included in Appendix C.

The Coordinator also made 14 presentations to COE departments and union steward meetings between April 1 and December 31, 1990. Personal presentations were highly successful in attracting both tutors and learners for the program.

4 Tutor Training and Support

Each tutor received nine hours of tutor training, conducted by the Project Coordinator. Ten trainings were held in the COE Professional Library building at a variety of times throughout the program. At these workshops, the Coordinator presented samples of all the materials available through the program and discussed methods for successful tutoring and development of plans for a typical lesson. Prospective tutors were paired with one another to try each teaching method. Frequently, experienced tutors were available to discuss their experiences. Ninety-five people completed the training program; of these, 86 were matched with learners. All of the learners who were interviewed expressed satisfaction with their tutors and felt the tutor training was successful.

The literacy consultant, contracted to evaluate the curricular and tutor training components of the program, concluded, "Tutors who participate in the CSEP tutor training course develop the skills and tools they need to work with their students and to meet their students' needs." The consultant's report also provides a concise summary of the training approach:

> ...the process of the training is even more important than the content of the training. In particular, the process of tutors learning to use a process in working with their students is very critical. One way to do this is for the tutors to experience this process for themselves at the training. The content areas covered are, in fact, tools and skills that they can use with their student no matter what the content, work-related or otherwise, that the student identifies as a need for him- or herself. CSEP's tutor training also utilizes sensitivity awareness activities to break some of the myths and assumptions that tutors initially bring to the training about the tutoring process. Some of these activities include viewing the video clip from the movie Bluffing It which presents the situation of students with low literacy skills who cannot manage their lives effectively, and having tutors write with their non-dominant hand ... to sensitize tutors to the

feelings of frustration, inadequacy and low self-esteem that most literacy students feel.

Approximately four to six months after they completed the initial tutor training sessions and began working with learners, tutors were asked to evaluate the training and support they had received from the program (see survey instrument in Appendix B). Responses were received from 36 tutors. Most were pleased with the training they received and rated it highly. Table 2 presents mean ratings of several components of the training program.

Table 2. Mean ratings of various aspects of the training program approximately six months after tutors' completion of training. Items were rated on a five-point scale. N=36

Components of Training	Rating
Lesson planning and curriculum usage	4.10
Instructional techniques	4.23
Assessment of student progress	3.90
Student motivation	3.97

Three respondents mentioned that the training program had provided insufficient information on math tutoring, which was a major need for their learners. As the Coordinator indicated that 95% of learners had "serious deficiencies in mathematics," additional training in math tutoring probably would have been useful.

Quarterly in-service trainings were conducted for all tutors in the program. The Coordinator estimates that approximately one-third of the active tutors attended these programs. The workshops, which lasted approximately 2-1/2 to 3 hours, typically featured a guest speaker, group problem-solving, or alternative strategies to use with learners. As part of the surveys at the end of the program, tutors were asked to rate the effectiveness of the in-service trainings. Results are presented in Table 3.

Table 3. Mean ratings on a five-point scale of ongoing tutor training and support. N= 26

Tutor Training and Support	Rating
Inservice trainings	4.09
Support from CSEP staff	4.35

During the post-program surveys, tutors were asked to describe the support they received from CSEP staff and rate the effectiveness of this support. The mean rating (shown in Table 3, above) was 4.3, indicating that tutors were satisfied with this aspect of the program. Tutors reported various types of support which was available to them during the program. Several tutors emphasized the availability of the CSEP staff, indicating that the Coordinator was available for assistance whenever needed. Ten appreciated the wide variety of materials which were provided, and six tutors praised the support and encouragement they received from the program staff. A majority of the tutor evaluations commended the support as "excellent," "very helpful," and encouraging. Although ratings and comments were generally quite positive, a few tutors indicated that support was not available in the areas of mathematics and ESL tutoring.

5 Student Placement and IEP Process

The Coordinator used several standard assessment instruments, including the Wide Range Achievement Test for sight word knowledge and spelling, the Spache Reading Test for sight word knowledge and reading comprehension, and Literacy Volunteers of America instruments for math screening and ESL assessments. The assessments typically required approximately one and a half hours, during which the Coordinator and learner would also discuss individual goals and needs.

Ten learners interviewed midway through the project were asked their impressions of the enrollment and assessment process. They felt that their privacy was sufficiently protected and gave the sensitivity of the process a mean rating of 4.70.

The Coordinator's records indicate that 92 prospective learners were assessed, and 80 of those were matched with tutors. The remaining 12 "decided not to be tutored or did not show up for sessions."

Tutors were asked to rate the usefulness of the IEP in guiding their teaching efforts. The mean rating, on a five-point scale was 3.35, not particularly high, especially in comparison with other ratings given by the tutors. In addition, 13 tutors did not rate this item at all, and some commented, "There was no formal IEP" or "I was unaware of one; was there one that I didn't know about?" Apparently, a number of people were unclear on the topic of the IEP. This may have been an area in which additional information would have been helpful for tutors: what is the IEP, and how can it be used as a tool in developing tutoring sessions.

Once matched, tutors and learners met for an average of three hours per week. Many met in the professional library at the County Office of Education, as this was convenient for many employees. Some met in the building's lunchroom, outside the building on nice days, or in the film preview rooms, if they desired more privacy. Employees who worked at other County Office sites often met in nearby libraries.

6 Support Services

The Career Counselor met with each learner at least once; he met with the majority of learners two times or more during the program and maintained contact through

frequent telephone calls. Additional assistance was available upon request. These services were also available to other employees. The counselor found a substantial need among employees for counseling services, support services, assistance in understanding legal rights, assistance with financial management, and help in dealing with concerns about possible lay-offs as a result of budget difficulties. The Career Counselor made referrals when clients needed services which were beyond the scope of his work.

Career Enhancement Workshops

The Career Counselor conducted quarterly workshops on various career enhancement topics, including test taking, resume writing, and interviewing. Most workshops were offered at multiple times and locations to accommodate varying schedules and work sites of COE employees. In addition, each workshop was videotaped for use by those who could not attend the workshops or who wished to review the materials. This allowed the program to reach even more COE staff, including those who found it difficult to take time away from work. Project staff reported that each of the videos was checked out several times.

At each session participants were asked to complete a brief evaluation, rating various components of the workshop and commenting on the most useful and least useful aspects of the program. (See Appendix D for copies of the evaluation forms.) Overall, 87% of those who attended workshops (as measured by sign-in sheets) completed and returned evaluation forms. In general, the workshops were very well-received. They reached a number of people, and participant ratings and comments were highly favorable.

The topic of the first workshop was Overcoming Test Anxiety. Four separate sessions were held, and a total of 52 people attended this workshop. The Career Counselor explained objective and subjective tests, and reviewed the different COE testing methods. The groups were encouraged to share personal experiences with COE testing procedures. The participants took a five-question mini-test to illustrate different types of objective questions and logical methods one can use to deduce the best answer. The heart of the workshop was a timeline for test preparation, offering concrete tips and outlining the steps to follow from two months prior to the examination up to immediately before the test situation. The workshop concluded with relaxation and visualization exercises to help mitigate the stress of test-taking situations.

Table 4 presents participants' ratings of the usefulness of this workshop. Comments were generally positive. Eleven respondents mentioned that the content of the workshop was useful and that much helpful information was provided. Thirteen found the creative visualization and relaxation exercises particularly helpful. Nine respondents praised the Career Counselor for his presentation which was smooth and well-prepared, exhibiting both humor and knowledge. Seven people commented on the value of the timeline preparation. Few negative comments were made, and these did not reflect any sort of consensus. Complete summaries of comments are included in Appendix E.

Table 4. Mean ratings on a five-point scale of components of the Overcoming Test Anxiety Workshop. N=49

Component	Rating
Presenter	4.53
Clarity of information presented	4.67
Helpfulness of illustrations/visual aids	4.39
How well questions were answered	4.68
Overall Workshop Rating	4.48

Note: For all workshop evaluations, items were rated on a five-point scale, where 1 indicated "excellent" and 5 indicated "poor." Scores were reversed (i.e., 5 is "excellent") to match the scales used in the other assessment instruments.

The second workshop focused on Building Your Résumé. Forty-three people attended one of the three workshops offered on this topic. The Career Counselor discussed what employers look for in a prospective employee and how these characteristics can be reflected in one's résumé. He illustrated the use of a job description as a tool to guide the development of a résumé for a specific job, and reviewed various formats for résumés, pointing out the strengths of each. Participants received a number of handouts which reinforced the presentation and provided practical assistance including a list of action words to describe one's experience and achievement and several actual résumés which illustrated different résumé styles. A selection of these and other workshop materials may be found in Appendix F. The workshop also included tips on references and cover letters. The level of the workshop was well suited to persons who have minimal experience in developing a résumé and conducting a job search.

Attendees were quite pleased with the résumé workshops, as can be seen in Table 5. Participants were again impressed with the Career Counselor's presentation of useful information. Eleven noted that he was well-prepared, knowledgeable, and pleasant. The handouts were seen as especially beneficial; thirteen people cited these as among the best components of the workshop. Again, no pattern was evident in negative comments. Summaries of comments can be found in Appendix E.

Table 5. Mean ratings on a five-point scale of components of the Building Your Résumé Workshop. N=40

Component	Rating
Presenter	4.77
Clarity of information presented	4.80
Helpfulness of illustrations/visual aids	4.85
How well questions were answered	4.71
Overall Workshop Rating	4.71

The Successful Interviewing workshops had three separate and distinct focus areas. The first offered a general guide to interviewing for a new job or promotion. Three sessions were held covering this topic, with 35 people in attendance. Participants appreciated the helpful information presented in this workshop (six comments) and cited the handouts as a highlight of the workshop (eight comments). Examples and personal stories enlivened and clarified the workshop (three), and the Career Counselor's presentation was again praised (six persons). Ratings of workshop components, shown in Table 6, were again positive. Few negative comments were returned. Summaries of comments can be found in Appendix E.

Table 6. Mean ratings on a five-point scale of components of the Successful Interviewing Workshop. N=29

Component	Rating
Presenter	4.61
Clarity of information presented	4.69
Helpfulness of illustrations/visual aids	4.39
How well questions were answered	4.50
Overall Workshop Rating	**4.64**

The second part of the Successful Interviewing series was a workshop about Interviewing with a Panel of Supervisors. One session was offered, and 27 people attended. The Career Counselor facilitated a discussion by a panel of three COE management employees, representing Personnel Services, CSEP, and the Regional Occupational Program. Panelists explained the qualities employers look for in prospective employees, typical questions asked in interviews, and important questions to ask potential employers. They also discussed the importance of being well-groomed and making a favorable first impression in interviews.

This workshop received good ratings from participants (see Table 7 for results), though not quite as high as those for other workshops, and comments were fewer and less glowing. There may have been an expectation that the "panel of supervisors" would include more supervisors and managers from large departments of the COE, persons who might actually be members of an interview panel for employees seeking promotion. Furthermore, the topic of the workshop suggested that it would center upon handling panel interviews, when the applicant must field questions from a number of interviewers. The workshop tended to focus more on general interview "do's and don't's," which could have been covered in the first interviewing workshop.

Table 7. Mean ratings on a five-point scale of components of the Successful Interviewing – Panel of Supervisors Workshop. N=18

Component	Rating
Panel	4.44
Clarity of information presented	4.44
Helpfulness of presentation	4.44
How well questions were answered	4.60
Overall Rating of Panel Discussion	**4.41**

The final portion of the Successful Interviewing series was the Interviewing Clinic in which participants engaged in individual mock interviews with an interview panel. Fifteen-minute interviews were scheduled at times which met the needs of the employee as well as the schedules of the panel. Each participant received a packet of information in preparation for the mock interview. (See Appendix F.) This included a skills analysis sheet to help them identify strengths and experience in a variety of skills. In addition, they were asked to bring a completed COE employment application (included in the packet) and/or a résumé to the interview.

Each participant was asked to bring a blank video cassette upon which the interview would be videotaped. A set of general questions was asked of each interviewee, and a job-specific question was developed if participants had a particular job title or category in mind. Participants received written feedback from each panelist regarding their interview performance, including aspects of their grooming, their presentation, and the content of their responses. Panelists also recorded participants' strengths and weaknesses and any comments on their over-all performance. (See Appendix F for the feedback form.) Six of the ten participants who returned evaluations reported that the feedback was very useful, and three mentioned that they appreciated the opportunity to practice their interviewing skills in a supportive setting. Two commented that the people involved made the process a comfortable learning experience. The questions were seen as realistic and of moderate difficulty, with a mean rating of 2.8 on a scale of 1 (very easy) to 5 (very difficult). Mean ratings of other aspects of the interviewing clinic are presented in Table 8. Complete comments can be found in Appendix E.

Table 8. Mean ratings on a five-point scale of the Interviewing Clinic. N=10

Component	Rating
Helpfulness of pre-interview packet	4.90
Realistic nature of interview	4.80
Helpfulness of feedback	5.00
Overall Rating of Clinic Interview	**5.00**

Support Groups
A public speaking support group was initiated to assist program participants in developing and polishing public speaking skills. These biweekly meetings were facilitated by the Career Counselor. Discussions, handouts, films, and role plays were used to encourage participants to share personal experiences and overcome the anxiety associated with speaking in front of a group. Elements of successful presentation were also discussed in the meetings. This activity was well suited to the needs and desires of the county office personnel. Public speaking groups were frequently cited as topics of interest for future workshops and areas of need on workshop evaluations.

Other Support Services
Child care and transportation were identified as potential needs in the original needs assessment process. These were thought to be important in meeting the needs of students in ESL classes. However, as ESL classes were not conducted (due to insufficient numbers of interested persons), these services were unnecessary, and funds allocated for these services were not expended.

B. Evaluation of Projected Outcomes

A series of specific outcomes were predicted in the grant proposal. These are presented below in italics, followed by an evaluation of the project's success in meeting the objective.

1. *Participation - Of the estimated 200 potential participants, at least 60% will take part in the literacy training program. Of this group, 70% will complete the program.*

This objective was not reached in terms of the number of potential participants reached by the program. Ninety-two people were assessed and enrolled in the program. Of these, 80 were assigned tutors and became active participants in the program. (The remaining 12 decided not to receive tutoring services or failed to attend tutoring sessions.) This falls short of the target of 120 participants (i.e., 60% of 200 potential participants).

From the initial projections of 70% completion, 56 (of 80) participants would be expected to "complete" the program. However, as this program was of a relatively short duration, many learners did not have sufficient time in the program to achieve their goals and move on. As the program ended, the Coordinator's final tally indicated that 49 learners had either met their goals or were planning to continue their studies (through on-going tutoring or enrollment in college courses or adult education programs) to enable them to achieve their goals. Twenty-one were described as "no longer available or not wishing to get further services," while 12 had left the program before completing their goals.

2. *Literacy Achievement - Of those participants who complete the training, 90% will achieve the literacy goals specified in their IEP.*

Because the program was in effect for little more than a year, participants had limited time to achieve their goals, many of which required long-term efforts. Nine (of 80) participants were listed by the Coordinator as having met their goals; three of these learners are attending or plan to attend college. An additional six (not listed as having met their goals) are either attending or planning to attend a community college or state university. Thirty-two others are continuing their studies through tutoring programs or adult education, so they may be able to meet their goals in the future.

Formal pre- and post-tutoring assessments were available for 7 learners. Most of these exhibited improvement in the areas of their literacy goals. A summary of the pre- and post-assessments of learners' reading, writing, and mathematics skills is presented in Table 9. Improvement of one to two grade levels was typical (when grade level data were available for pre- and post-assessments) for this small subset of the learners.

Table 9. Pre- and post-tutoring assessments of 7 learners' reading, spelling, and mathematics skills. Grade level equivalents are provided when available; otherwise, the Coordinator's written assessment and comments are included.

Learner		Pre	Post
1	Reading	3.0	5.0
	Spelling	0	Can spell many words
	Mathematics	Only basic math skills	Improved
2	Reading	8.5-9.0, weak comprehension	9.5-10.0
	Spelling	7.0	8.0
	Mathematics	Shaky, numerous errors in multiplication division, fractions, percents	All operations through decimals with ease
3	Reading	10+	
	Spelling	2-2.5	3.5+
	Mathematics	Many errors in multiplication/fractions	Can do basic problems easily, can do word problems
	Vocabulary/Grammar	Needed improvement	Improved
	Other:	*Passed promotional exam*	
4	Reading	8.0-8.5	Reads more
	Spelling	4-5	6-7
	Mathematics	Needed math starting with fractions	Improved dramatically
	Other:	*Passed promotional exam*	
		Interested in a college degree	
5	Reading	7.7-8.3	
	Spelling	5.0	6.5
	Mathematics	Add/subtract, only 6 of 17 questions correct, couldn't balance checkbook	Improved dramatically, multiply/divide, learning fractions, balance checkbook
6	Reading	2.5-3.0	Improved somewhat
	Spelling	1.0	Improved somewhat
	Mathematics	Only simple multiplication, no division	Plans to work on
	Other:	*Improved self-esteem and confidence in abilities*	
7	Reading	9.0-9.5	Increased vocabulary
	Spelling	9.0	
	Mathematics	No fractions, percents	Can complete difficult problems with fractions, decimals, percents
	Other:	*Received an A in college computer class*	
		Dramatically improved self-esteem	

In interviews each of these learners expressed satisfaction with their progress toward their goals. Six reported that they had met their goals, and two said they had achieved some of their goals and were continuing to work toward others. Two reported receiving promotions, and one had passed a job exam for which he had been studying. Two now read for pleasure, and two mentioned reading to their children.

Tutors identified a number of goals achieved and other accomplishments as a result of the program. Many of these were consistent with the literacy goals of the students in the program. Twelve tutors reported improvements in math skills. These ranged from learning the basics of addition, subtraction, multiplication, and division and how to post checks and balance a checkbook (2) to mastering algebra (2) and beginning work on geometry. Sixteen evidenced progress in language skills -- improving their reading, writing, verbal expression, and English-language skills. Three tutors indicated that their learners had begun taking classes at a community college or local university.

Tutors were asked to describe their learners' progress according to a four-level continuum of steps toward achieving goals and rate their own satisfaction with that progress. The results from these questions are presented in Table 10.

Table 10. Tutor assessment of and satisfaction with their learners' progress. Satisfaction was rated on a five-point scale where 1 is "not satisfied" and 5 is "very satisfied." N=26

Description of Progress	Number of Responses
S/he has exceeded all our goals and plans.	4
S/he has met most or all of the goals we set.	9
S/he has met some of the goals we set or has made some progress toward those goals.	13
S/he has not made met the goals we set.	0
Satisfaction with Learners' Progress	**3.9**

3. *Job Performance - Of those participants who complete the training, 90% will demonstrate improved job performance.*

Learners reported increased levels of competence and confidence in their job skills. Six of the eight learners interviewed at the end of the project commented that they can now handle more responsibility on the job and are more positive about the opportunities available to them. Two said they are comfortable sharing their opinions in meetings as a result of their participation in CSEP.

Initially, 21 participants (31% of the total number at that time) granted the evaluator permission to obtain assessments from their supervisors. Each of these supervisors received a one-page evaluation form with a series of items to be rated on a five-point

scale.* Seventeen completed and returned these forms. At the end of the program, these supervisors were contacted for a follow-up assessment. They were asked to rate their employees a second time and also to respond to a number of follow-up questions regarding the program and its effects. Sixteen supervisors returned follow-up evaluations. Three of these reported that their employees withdrew from the program or no longer worked for the COE; one indicated that the employee had not been matched with a tutor. A total of 12 matched assessments were then available for comparisons, and changes in mean ratings were calculated. These are presented in Table 11.

Table 11. Supervisors' mean ratings, on a five-point scale, of CSEP learners at the beginning of their participation in the program ("Pre") and at the end of the program ("Post"), and the degree of change between assessments. A positive number in the "Change" column indicates improved work performance.
N=12 matched pre- and post-program assessments.

	PRE	POST	CHANGE
WORK ATTITUDE			
Communication Skills	3.4	3.6	+.2
Interpersonal Skills	3.7	3.3	-.4
Self-Esteem	3.0	3.4	+.4
WORK HABITS			
Consistent Attendance	3.8	3.6	-.3
Punctuality	3.9	4.0	+.1
Thoroughness of work	3.7	3.5	-.2
WORK SKILLS			
Self-Directed	3.3	3.5	+.2
Responsible	3.9	4.1	+.2
Basic level skills (English & math)	3.1	3.3	+.2
Job-Related Skills (needed for this particular job)	3.5	3.7	+.2

Supervisors from whom pre- and post-program assessments were received had varying opinions regarding the effects the program has had on the quality of their

* Some participants had been enrolled in the program and were working with tutors for several months before supervisor assessments were conducted – this could influence the results if some improvements in work performance and attitudes were already apparent at the time of the first assessments.

employees' work. The mean rating for the program's effectiveness in improving work quality was 3.3 on a five-point scale. Some supervisors were relatively satisfied with the effectiveness of the program, while others reported seeing little progress. Overall, supervisors rated work skills (self-directedness, responsibility, basic skills, and job-related skills) as improving over the course of the workplace literacy program. Communication skills received higher mean ratings at the end of the program, and three supervisors noted (in response to open-ended questions) improved writing skills as a benefit of the program. However, mean ratings of work habits (consistent attendance, thoroughness of work) decreased over time, indicating poorer performance in these areas. It is possible that attendance was perceived as less consistent as a result of release time for the tutoring program, though, of course, actual attendance may also have become less consistent. Self-esteem was perceived by supervisors as improving most notably over the course of the program. This will be discussed further in the section on self-esteem and perceived competence.

3a *Promotion - Of those participants who complete the training, 20% will have been promoted during the training period or be in line for promotion in the next several months.*

Promotional opportunities were few as a result of unforeseen lay-offs, hiring freezes, and staffing cutbacks at the County Office. Supervisors were asked if their employees would be qualified for a promotion if he or she applied for one. Two (of 12) said "yes," and four said "no." Six did not feel they could answer definitively. Of those supervisors who responded "no," two indicated that their employees were at the top of their career ladder (e.g., in the area of custodial services), and there were no opportunities for advancement within that job area. For promotional opportunities, their employees would need to move out of that classification and type of work. Two commented that their employees had poor work habits and attitudes, and one explained that the program was too short to allow employees to make such progress.

3b *Professional Aspirations - Of those participants who complete the training, 50% will evidence increased professional aspirations and plans for continued study.*

Forty-one learners (approximately 51%) planned to continue their studies through on-going tutoring (with the same tutor or a new one) or enrollment in classes at a community college, San Jose State University or adult education programs. Several hope to obtain college degrees; one learner is investigating Masters degree programs. Three of the eight learners interviewed had taken or were enrolling in computer classes.

Fifteen tutors reported that their learners had plans for continued study (six were unsure), while eighteen learners were said to have increased professional aspirations as a result of their participation in the program.

3c *Self-Esteem - Of those participants who complete the training, 90% will evidence greater satisfaction and perceived sense of competence in their job performance.*

Though systematic pre- and post-evaluations were not obtained for the areas of self-esteem and perceived competence, data collected provide evidence that these outcomes have been attained. All eight learners who were interviewed at the end of the program mentioned improved self-esteem or greater confidence in their abilities as a result of their participation in CSEP. Similarly, in their final assessments, 24 tutors indicated improved self-esteem of their learners as a benefit of the program. Many learners began to see themselves as competent and capable of learning many new skills. Supervisors also remarked upon enhanced self-esteem and confidence, both in open-ended responses (by four respondents) and in a positive change in the mean ratings from the beginning to the end of the project. (Refer to Table 11.) The Coordinator's post-assessments of the learners also noted increases in self-esteem and confidence which were quite dramatic in some cases.

DISCUSSION AND CONCLUSIONS

People who had contact with CSEP were generally positive in their appraisals of the program. Tutors rated the program highly, with the mean overall satisfaction rating of 4.6 on a five-point scale. Supervisors gave the program an overall rating of 4.2.

The Coordinator cited the holistic approach of the program -- the emphasis on meeting the needs of different learning styles, developing individual goals and IEPs, and utilizing diverse curricula, with many "real-life" materials -- as a major strength. The Coordinator felt the program offered a good opportunity for COE employees to help their co-workers and learn about other departments. By drawing in volunteers from outside the office, CSEP helped educate people in the community about the COE and increased awareness of resources available. Career Enhancement activities (workshops, counseling) were seen as very successful.

The Coordinator emphasized that the program was successful in spite of the various obstacles encountered. Primary among these in her mind was the lack of support for the program once it was underway. Though the union initiated the project and management proffered verbal endorsements of the grant proposal, not enough support was provided in promoting the importance of the program and in securing release time for participants. Two supervisors (of 12 surveyed) also mentioned problems related to insufficient support from management, particularly at the upper levels. Two supervisors indicated that increased support from the union would have improved the program, that the union did not take an active role in recruiting and assisting with the program.

Securing release time for participants was an on-going problem for the program. Not all supervisors were supportive of learners' involvement in CSEP. Inequities in release time were apparent within departments -- some persons received adequate

release time while others did not. The Coordinator reported that the union was notified but did nothing to address this problem. In addition, four supervisors (of 12 surveyed) indicated that release time was a problem, leading to difficulties in coverage and getting necessary work done; this seemed especially problematic for custodial services. One supervisor commented that although scheduling release time was difficult initially, the problem was easily solved in his department. However, when jobs required that employees work on very specific schedules, for example in the case of classroom aides, release time was virtually impossible.

Tutors found that scheduling could be a problem as well. In their final assessments of their learners and the program as a whole, tutors most frequently cited scheduling problems as a barrier encountered during the course of the program. Learners reportedly had many demands on their time, as a result of family responsibilities and various personal and family problems. Often these personal issues took precedence over tutoring sessions and studying; sometimes problems were so formidable that learners withdrew from the program. In addition, difficulties in securing release time, particularly for learners, was a problem. A few tutors also mentioned that they and their learners were very committed to their work and consequently missed tutoring sessions when work responsibilities were especially heavy. Four tutors indicated that their learners did not want to spend time studying outside tutoring sessions. It is important to note that a number of tutors reported that they encountered no barriers to success in the program.

The Coordinator suggested that guidance from the Community Advisory Committee (a balance between union and management and community representatives) was insufficient. There was no continuity of attendance at advisory meetings, and the committee did not provide input into important program decisions. The Coordinator felt additional guidance from the grantor would have been beneficial as well.

The product-oriented perception of workplace literacy by the grantor did not reflect the unique needs of the County Office of Education. The COE has many job classifications and many sites, rendering it impossible to develop curriculum for each job category. In addition, program staff found that they needed to address more than specific job-related needs. Many people needed assistance with socioeconomic issues, family, and other needs, to enable them to participate in the literacy program.

Conclusions

Though the Career Skills Enhancement Program did not reach its numeric targets for enrollment, the project was generally a successful venture. Several of the outcome objectives were achieved, and others which require more time may be possible given the intentions of learners to pursue further education and training. In addition, a number of people have had very positive experiences through their participation in the program. Learners have gained confidence and a sense that they can master what was previously thought to be beyond their reach; tutors have enjoyed watching their learners' progress in their studies and found helping their fellow workers rewarding.

Career enhancement activities, including workshops and vocational counseling, were very well received and extended the benefits of the program to a much greater number of County Office employees.

On the whole tutors and learners were very pleased with the program and its results and disappointed that the program would not continue. As part of an open-ended comment section in the tutor assessment, seven tutors expressed dismay at the dissolution of the program, and several expressed hope that workplace literacy activities would continue in some form at the County Office in the absence of a formal program. They felt the needs of the employees were great, and that a program like the Career Skills Enhancement Program was needed to strengthen job skills and improve work performance of County Office employees and to offer opportunities for employees to enhance the quality of their lives.

Appendices

Appendix A

Evaluation by Literacy Consultant

Career Skills Enhancement Program

Literacy

Final Report

Sara L. Kern
May 27, 1991

Career Skills Enhancement Program
Literacy
Final Report

Objectives

Objective 2. Curriculum Development

The external evaluator will review the program curriculum and any instructional materials developed by the coordinator and assess them for appropriateness for the participants from the various job classifications.

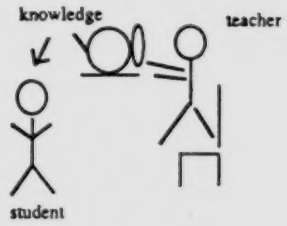
Objective 4. Training Program for Volunteer Tutors

The external evaluator will review the tutor training package and assess it for appropriateness to workplace literacy training.

Workplace literacy, family literacy, basic skills, functional literacy are hot phrases these days when talking about literacy. A new report or study appears nearly weekly in major publications. Stories and articles detail program successes as well as continuing needs. Unless one is well-versed in the literature, however, a reader may miss out on an important discussion that critically affects approaches to "solving" the literacy problem (workplace, family or otherwise), namely, should program planners address literacy needs from the top down, or from the bottom up?

Top Down

The top down approach has also been referred to as the "banking" model. Much of the education in this country is predicated on the precepts of this model, which in some instances might look like this:



Some of the precepts of this model include:

1. The teacher is an expert.
2. The teacher has specific knowledge.
3. The student does not have this (or perhaps any) knowledge.
4. By some process the teacher will "pour" this knowledge into the student, i.e. the teacher will teach and the student will learn.

In a workplace literacy program, a top-down approach is demonstrated (in the extreme) where:

1. Management and staff are experts and determine needs;
2. They have specific knowledge and develop classes, curricula and materials;
3. The employees do not have this knowledge;
4. Management and staff have employees attend the classes, i.e. learn.

A very important question to ask is how successful these types of programs are. Given the astounding numbers of adults who have spent twelve years of school in exactly this kind of educational model and who read below the 6th grade level, one can sincerely and seriously question the success rate of the banking model.

Bottom Up

Consider instead the bottom up approach to teaching literacy. This approach does not have a specific name, yet its philosophy is embodied in hundreds of literacy programs throughout California, indeed throughout the entire country. In this approach, students are the focus of the program and the following ideas guide program planners:

1. Students are experts.
2. Students identify their own needs.
3. Students actively participate in their educational plan and work cooperatively with volunteer tutors or staff to meet their identified needs and goals.

Some of the newer definitions of literacy support this approach where knowledge or content or skill level is not the defined element, but where the process of managing information and using this information to make decisions is the critical component. Consider the following:

> *To be literate means to be able to fulfill one's own goals as a family and community member, as citizen, as worker, and as a member of churches, clubs and other organizations you choose. This means being able to get information and use it to improve your life, being able to use reading, writing and math to do the things you decide to do, and being able to use literacy as a tool to solve problems you face in everyday life.*
>
> *(Many Literacies: Modules for Training Adult Beginning Readers and Tutors by Marilyn Gillespie, Center for International Education, 1990)*

In other words literacy is a **process** not a pool of knowledge. Top down approaches to solving literacy problems invite the conclusion that literacy is a body of knowledge, which in a workplace setting, must be poured or injected into employees' heads, so they will learn. Bottom up approaches to solving literacy problems necessarily reflect the process orientation, since the students themselves are intimately involved in making the process happen.

It is important to observe that, when asked to comment on the single most important benefit that they receive from a literacy program, the overwhelming majority of students will respond, " I feel better about myself and my ability to do things." Students do not refer to a certain amount of knowledge they have learned. Rather, self-esteem is the main benefit that they identify as well as an improved ability to manage information and make decisions in their lives. This benefit results from the literacy process, which may address itself to any variety of needs or goals, some work-related, some personally related, etc. When talking about a process, it is difficult to separate out content areas.

The distinction between process and content or bottom up and top down is vital to the success of any literacy program. In a workplace setting, the bottom up approach might be characterized as follows:

1. Employees are experts and have strengths as well as weaknesses.
2. Employees identify their own needs.
3. Employees participate in the design of an overall program as well as in the creation of individual educational plans.

These qualities characterize the essence of the Career Skills Enhancement Program at the Santa Clara County Office of Education. At the program level, the Service Employees International Union, Local 715 (SEIU) was the prime force in identifying a need for literacy training and in forming a partnership with the County Office to develop a program to provide this training. At the student level, a decision to enroll in the program is made entirely by the student. The student identifies for him or herself a need for more education in order to fulfill his or her "own goals as a family and community member, as citizen, as worker, and as a member of churches, clubs and other organizations." After assessment, the student works in partnership with a volunteer tutor further identifying needs, developing goals and working to meet those needs.

The idea that literacy is a process that is happening through the Career Skills Enhancement Program was confirmed through a review of the Participant Evaluation - 1 and through a set of interviews conducted with students and tutors. Copies of the forms used are included in Appendix A and B.

On the Participant Evalution - 1 form, responses to question # 3 are particularly illuminating. This question targets students' goals in the program. Of the identified goals, 2 students specifically identified career-related needs, 5 students specifically identified general education needs, while 3 students identified both career-related and general education needs. The evaluation shows that students identify for themselves their needs and then work with their tutors to meet those needs. The evaluation also shows that even though this is a "workplace" literacy program, from a content point of view (banking model), the distinction is hard to draw. Workplace needs are not easily separated from other needs. More important is the process that is taking place as students identify needs and goals and participate in the learning situation. Seven of ten students responded that the tutoring sessions include activities specific to their goals. Two of the participants observed that they choose materials, activities and direct the pace of the lesson. This type of participation and partnership with the tutor indicates that a process is developing, not necessarily a transfer of knowledge from an expert to an "empty" student.

Interviews with students and tutors were also conducted to gather information on this process. The specific focus of the interviews was to determine what kinds of materials are used in the tutoring sessions and how the decisions are made about what to do at the lesson. Five student/tutor matches and one tutor were interviewed. The data from these discussions supports the idea that a process is occurring. All the students identified specific goals when they joined the program. All the students reported that they regularly talk with their tutor about their needs and goals, and all the tutors responded that they listen to their students and then look for materials and plan lessons to meet those needs. Tutors also reported that they try to respond to their students' interests and to look for materials and to plan lessons that are interesting and not boring. It seems clear that the tutoring sessions reflect a process that is taking place, where students actively participate in the decisions about their own learning.

CSEP and Materials: Content vs. Process

Within this process, tutors ultimately need materials to work with. This is an important issue and again, reflects the discussion of content or process perspectives on literacy. From the content or banking model approach, the CSEP program has much to offer students and tutors. CSEP has established its own resource library which is extensive and well populated with standard published materials for literacy. An inventory of titles is included as Appendix C. CSEP has also developed an excellent collection of games, manipulables and other materials which stress the kinesthetic learning channel, a learning channel that is rarely targeted in commercially produced materials. As part of the County Office of Education Library and Media Center, students and tutors also have available to them the Adult Literacy Collection and the Curriculum Guides and school textbooks from the school system.

The CSEP program targets students in as many as 70 job classifications. It would be impossible to expect the program to locate or develop materials to cover this much content area. While the library resources are extensive and well-utilized, the process perspective of literacy again becomes very important. From the interviews students and tutors report that an important part of the lessons is what content develops out of the students' work. Students develop their own spelling and vocabulary lists. One student brings the message forms she needs to fill out on her job. One student is working on fractions so that she can cook from recipes better (she works in a kitchen). One student brings in her check to learn how to calculate sick days and to better manage that information. One student answers phones and needs pronunciation help. One student uses her own life experiences to create reading material (through the Language Experience Approach). One student keeps her own notebook. There is no standard text or content area that can be injected into a student to cover this diversity of needs, activities and interests. The cooperative process of student and tutor working together creates content and creates success.

CSEP and Tutor Training

It has been established that literacy is a process of using information to make decisions to achieve one's goals, and that students partnered with tutors is the most important method to implement this process. Therefore, the volunteer tutors of the CSEP program play a critical role in nurturing this process, and the training that tutors participate in is vital to the entire program. In keeping with the discussion of content vs. process in literacy, an evaluation of tutor training also profits from the points that have been established.

In terms of the banking model, tutor training programs are fairly standard throughout the country and cover the following content areas:

<u>General Scope:</u>

- Overview of illiteracy
- Characteristics of the adult learner
- What are learning styles
- Program information
    - * Tutor commitment
    - * Tutor responsibilities

<u>Specific Scope:</u>

- How to teach decoding skills
    - * Sight Words
    - * Phonics
    - * Word Patterns
- How to use the Language Experience Approach
- How to teach writing

- How to build comprehension
- How to do a lesson plan

An outline for the CSEP Tutor Training Course (Appendix D) clearly shows that these topics are covered in the training.

From a literacy perspective, we know that the process of the training is even more important than the content of the training. In particular, the process of tutors learning to use a process in working with their students is very critical. One way to do this is for the tutors to experience this process for themselves at the training. The content areas covered are, in fact, tools and skills that they can use with their student no matter what the content, work-related or otherwise, that the student identifies as a need for him or herself. CSEP's tutor training uses role-playing and group discussion to nurture the tutors into a mental framework where they picture themselves in the role of partner with their student. The tutor training also utilizes sensitivity awareness activities to break some of the myths and assumptions that tutors initially bring to the training about the tutoring process. Some of these activities include viewing the video clip from the movie Bluffing It, which presents the situation of students with low literacy skills who cannot manage their lives effectively, and having tutors write a passage with their non-dominant hand (for most people, the left hand) to sensitize tutors to the feelings of frustration, inadequacy and low self-esteem that most literacy students feel. Tutors who participate in the CSEP tutor training course develop the skills and tools they need to work with their students and to meet their students' needs.

Ultimate Benefit: Increased Self-Esteem

The success that students achieve from meeting their goals leads to the ultimate benefit of increased self-esteem on the part of students, who now feel more capable of dealing with information to manage their lives and make decisions. Literacy programs, including workplace programs, that recognize the process nature of literacy will offer this benefit to students. CSEP clearly is a program that values and nurtures this process. As a result, you will hear from students:

- "This program can really help you accomplish your goals."
- "It never hurts to better yourself."
- "It usually is needed because people have low self-esteem through a low literacy level. I feel so fortunate to be in this program and have the opportunity to improve myself and my occupational future."
- "It gives people an opportunity to build self-confidence, to grow and to obtain skills to better yourself."
- "It would benefit anyone. It depends on the individual. It's a great way to improve yourself."

Career Skills Enhancement Program

Literacy

Appendix A

CAREER SKILLS ENHANCEMENT PROGRAM

PARTICIPANT EVALUATION - 1

Participant Code Number _____ Division _____

Month of Entry into program _____ Today's Date _____

The purpose of this interview is to ask your help in evaluating the Career Skills Enhancement Program. The federal grant, which funds this program, requires a formal evaluation to ensure that the program operates as planned and to see how successful it is in achieving its goals. Therefore, we would like your cooperation in answering these questions honestly and thoughtfully. Your replies will be kept strictly confidential.

1. Where was your individual assessment held? _____

   Do you feel this setting protected your privacy? Y___ N___ Didn't matter ___

   Comment:

   [Please rate the sensitivity of the enrollment process on a five-point scale where 1=low and 5=high.] **Insensitive** **Very Sensitive**

   Rate the entire enrollment process. 1 2 3 4 5

   Comments:

   Have you had any contact with Eric Brucker? (Career/Education Counselor) Y N DK

   What was the nature of your contact?

2. Have you been matched with a tutor? Y N

   Please rate your satisfaction with the tutor on the same five point scale where 1=low and 5=high. **Not satisfied** **Very Satisfied**

   1 2 3 4 5

   Comments:

3. What do you hope to accomplish in this program?

1. General Education goals _____
2. Career/job-related goals _____

Do your tutoring sessions include activities specific to your goals? Y___ N___

If yes, how? **If no,** why not?

4. *[Now I would like you to rate some of your feelings about your job and your present skills. The scale is the same--five points with 1=low and 5=high in all cases.]*

	Degree of Satisfaction				
a) How satisfied are you with your job?	1	2	3	4	5
b) To what extent do you feel you have the skills you need to perform your job?	1	2	3	4	5
c) How would you rate your overall job performance?	1	2	3	4	5

Comments:

5. Does your supervisor know that you are in this program? Y___ N___

If yes, how supportive has your supervisor been of your participation in the program?

Degree of Support				
1	2	3	4	5

Comments:

6. Would you recommend this program to other COE employees? Y___ N___

Why?

7. Additional comments:

PB 9/90

Career Skills Enhancement Program

Literacy

Appendix B

Interviews with Students and Tutors

1. Do you use the County Office of Education's materials?
   Why or why not?
   What do you like? What don't you like?

2. What other materials do you use?

3. How do you decide what to use/do in your lesson?

4. How often do you evaluate where you are, changes to make, and materials to use?

5. Other

Appendix B

Instruments

CAREER SKILLS ENHANCEMENT PROGRAM

AWARENESS/RECRUITMENT WORKSHOP ASSESSMENT

(Telephone Interview with sample of MCS Personnel)

Name _____ Division _____

Position _____ Date _____

This telephone interview concerns the Awareness Workshops which were presented in July and August to discuss the Career Skills Enhancement Program. This new federally-funded program is for COE employees who wish to improve their basic reading, math, and/or communication skills. The program is offered on a voluntary, self-select basis. The Awareness Workshops for supervisors were also offered on a voluntary basis.

1. Did you attend one of the hour and a half awareness sessions on July 12 or August 1 which were presented by Brenda Gray, program coordinator of the Career Skills Enhancement Program? Yes ___ No ____ (finish question 1 and end interview)

   If NO, why did you decide not to attend? _____

   _____

   How did you hear about the Career Skills Enhancement Program? _____

   _____

2. How did the picture and "coded words" exercise make you feel? _____

   _____

3. What did you think of the clips from the *Bluffing It* film starring Dennis Weaver?

   _____

   _____

4. Was the purpose and scope of the Career Skills Enhancement Program explained sufficiently for you to present it to your staff? Yes ___ No ____

5. Do you understand the Union's part in the program? Yes ___ No ____

6. What action did you take to recruit participants or tutors for the program? _____

   _____

Thank you for your time and your help with this aspect of the evaluation of this grant program.

PB 8/90

CAREER SKILLS ENHANCEMENT PROGRAM

TUTOR SURVEY

Name _____ Month of Your Training: Jan Feb

Position (if COE employed) _____ Today's Date _____

The purpose of this evaluation survey is to assess various aspects of the career skills enhancement program. Some of the information will be used to help redesign certain aspects of the program. Others will serve to provide information to the funding agency for overall program evaluation purposes. In both cases your candid and thoughtful responses will be greatly appreciated.

Please return this completed form to: Santa Clara County Office of Education
CEP, M.C. 243
100 Skyport Drive, San Jose, CA, 95115.

Again, thank you for your help.

I TUTOR TRAINING

[Please rate and comment on these **aspects of your training** as a tutor. In all cases, 1 is the lowest point on the rating scale and 5 is the highest point.]

	Poor				Excellent
Lesson planning and curriculum usage	1	2	3	4	5
Instructional techniques	1	2	3	4	5
Assessment of student progress	1	2	3	4	5
Student motivation	1	2	3	4	5

Comments: _____

_____

_____

What was the most helpful thing about the training you received? _____

_____

_____

What was the least helpful thing about the training you received? _____

_____

_____

How could the training be improved? _____

_____

_____

II MATERIALS

[Please rate the **curriculum materials** you have been given in the following areas. In all cases, 1 is the lowest point on the rating scale and 5 is the highest point.]

	Poor				**Excellent**
Appropriate for the level of your student	1	2	3	4	5
Interesting to your student	1	2	3	4	5
Coverage of vital skills	1	2	3	4	5

Comment: _____

_____

_____

	Not at all Useful				**Very Useful**
How useful have you found the Individual Educational Plan (IEP) in guiding your teaching	1	2	3	4	5

If you marked 1 or 2, please comment: _____

_____

_____

	Seldom				**Very often**
How often have you used non-curricular materials (handouts, etc.) provided during the training?	1	2	3	4	5

If you marked 1 or 2, please comment: _____

_____

_____

III STUDENT PROGRESS

	Not Satisfied				**Very Satisfied**
How satisfied do you feel about the progress your student is making thus far?	1	2	3	4	5

If you marked 1 or 2, please comment: _____

_____

_____

_____

IV PROGRAM ORGANIZATION

[If you have had any needs for additional information, rate the **level of help** given by staff.]

	Poor				**Excellent**	
Program coordinator (Brenda Gray)	1	2	3	4	5	N/A
Career/Education counselor (Eric Brucker)	1	2	3	4	5	N/A

If you marked 1 or 2, please comment: _____

_____

_____

	Poor				**Excellent**
I would rate the Career Skills Enhancement Program, including the Tutor Training, as:	1	2	3	4	5

Comments: _____

_____

_____

CAREER SKILLS ENHANCEMENT PROGRAM

PARTICIPANT EVALUATION - 1

Participant Code Number _____ Division _____

Month of Entry into program _____ Today's Date _____

The purpose of this interview is to ask your help in evaluating the Career Skills Enhancement Program. The federal grant, which funds this program, requires a formal evaluation to ensure that the program operates as planned and to see how successful it is in achieving its goals. Therefore, we would like your cooperation in answering these questions honestly and thoughtfully. Your replies will be kept strictly confidential.

1. Where was your individual assessment held? _____

   Do you feel this setting protected your privacy? Y___ N___ Didn't matter ___

   Comment:

   [Please rate the sensitivity of the enrollment process on a five-point scale where 1=low and 5=high.]

	Insensitive				**Very Sensitive**
Rate the entire enrollment process.	1	2	3	4	5

   Comments:

   Have you had any contact with Eric Brucker? (Career/Education Counselor) Y N DK

   What was the nature of your contact?

2. Have you been matched with a tutor? Y N

   Please rate your satisfaction with the tutor on the same five point scale where 1=low and 5=high.

	Not satisfied				**Very Satisfied**
	1	2	3	4	5

   Comments:

3. What do you hope to accomplish in this program?

1. General Education goals _____
2. Career/job-related goals _____

Do your tutoring sessions include activities specific to your goals? Y ___ N ___

If yes, how? **If no,** why not?

4. *[Now I would like you to rate some of your feelings about your job and your present skills. The scale is the same--five points with 1=low and 5=high in all cases.]*

	Degree of Satisfaction				
a) How satisfied are you with your job?	1	2	3	4	5
b) To what extent do you feel you have the skills you need to perform your job?	1	2	3	4	5
c) How would you rate your overall job performance?	1	2	3	4	5

Comments:

5. Does your supervisor know that you are in this program? Y ___ N ___

If yes, how supportive has your supervisor been of your participation in the program?	Degree of Support				
	1	2	3	4	5

Comments:

6. Would you recommend this program to other COE employees? Y ___ N ___

Why?

7. Additional comments:

Questions for Follow-up Interviews with CSEP Learners

1. How satisfied are you with your progress in the program? Have you achieved the goals you had set for yourself?

2. How satisfied are you with your tutor?

3. Did you feel that s/he was adequately trained to help you achieve your goals?

4. How satisfied are you with your job? In what ways has this changed since you have been in this program?

5. How satisfied are you with your job skills? Do you feel qualified to hold a job with increased responsibilities? *If yes,* do you feel this is a result of your progress in the career skills program?

6. Do you plan to continue your education? (Further tutoring, completing GED, attending college, as appropriate)

7. Would you recommend this program to others? Why or why not?

CAREER SKILLS ENHANCEMENT PROGRAM EVALUATION

SUPERVISOR ASSESSMENT
PRE-PROGRAM

DO NOT INCLUDE THE NAME OF THE EMPLOYEE YOU ARE RATING.

Supervisor's Name _____ Date _____

[Please rate your employee in the areas listed below by circling the most appropriate rating. The rating should reflect your perceptions of the employee's work behaviors at the present time. Return the assessment to ***Patricia Bean, M.C. 243****]*

	Poor	Minimal	Moderate	Good	Excellent
WORK ATTITUDE					
Communication Skills	1	2	3	4	5
Interpersonal Skills	1	2	3	4	5
Self-Esteem	1	2	3	4	5
WORK HABITS					
Consistent Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Thoroughness of work	1	2	3	4	5
WORK SKILLS					
Self-Directed	1	2	3	4	5
Responsible	1	2	3	4	5
Basic level skills (English & math)	1	2	3	4	5
Job Related Skills (needed for this particular job)	1	2	3	4	5

Comments:

_____

_____

CAREER SKILLS ENHANCEMENT PROGRAM EVALUATION

SUPERVISOR POST-PROGRAM ASSESSMENT

DO NOT INCLUDE THE NAME OF THE EMPLOYEE YOU ARE RATING.

Supervisor's Name _____ Date _____

Please rate your employee in the areas listed below by circling the most appropriate rating. The rating should reflect your perceptions of the employee's work behaviors at the present time. Return the assessment to ***Karen Fleck, M.C. 243.***

	Poor	Minimal	Moderate	Good	Excellent
WORK ATTITUDE					
Communication Skills	1	2	3	4	5
Interpersonal Skills	1	2	3	4	5
Self-Esteem	1	2	3	4	5
WORK HABITS					
Consistent Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Thoroughness of work	1	2	3	4	5
WORK SKILLS					
Self-Directed	1	2	3	4	5
Responsible	1	2	3	4	5
Basic level skills (English & math)	1	2	3	4	5
Job-Related Skills (needed for this particular job)	1	2	3	4	5

Please answer the following questions about your employee and his or her participation in the CSEP tutoring program.

1. Have you noticed any change in this employee as a result of participation in the CSEP tutoring program?

YES **NO**

If yes, please explain

_____

_____

_____

2. How effective do you think this program has been in improving the quality of this employee's work?

Not at all effective **Very effective**
1 2 3 4 5

3. Would this employee be qualified for a promotion if he or she applied for one?

YES **NO**

Please explain

_____

_____

_____

4. What barriers or obstacles were apparent in this program?

_____

_____

_____

5. What improvements could be made in the program?

_____

_____

_____

6. Please rate the overall value of this program.

Not at all valuable				Very valuable
1	2	3	4	5

7. Comments:

_____

_____

_____

Thank you very much for helping in the evaluation process!

CAREER SKILLS ENHANCEMENT PROGRAM EVALUATION
TUTOR ASSESSMENT

Name: _____

Please respond to the following questions about the Career Skills Enhancement Program and your learner, and return this questionnaire to the Center for Educational Planning in the envelope provided. All your responses are confidential. Thank you!

1. When did you begin working with your learner? _____
   Month Year

2. Please describe briefly any accomplishments or goals you and your learner have achieved as a result of participation in the Career Skills Enhancement Program.

   _____

   _____

   _____

   _____

3. Have you noticed changes in your learner's self-esteem or perceived competence?

   YES **NO**

   If yes, please explain.

   _____

   _____

   _____

4. Have you noticed any other changes in your learner as a result of participation in the CSEP tutoring program?

   YES **NO**

   If yes, please explain.

   _____

   _____

   _____

5. Overall, how satisfied are you with your learner's progress?

   Not satisfied **Very satisfied**
   1 2 3 4 5

6. Which of the following statements best describes your learner's progress? (Check one)

_____ (1) S/he has exceeded all our goals and plans.

_____ (2) S/he has met most or all of the goals we set.

_____ (3) S/he has met some of the goals we set or has made some progress toward those goals.

_____ (4) S/he has not made met the goals we set.

7. Does your learner plan to continued his or her studies after the program ends?

YES **NO**

If yes, please explain.

_____

_____

_____

8. Has your learner expressed increased professional aspirations since s/he began the program?

YES **NO**

If yes, please explain.

_____

_____

_____

9. How effective were tutor inservice trainings in helping you work with your learner?

Not effective **Very effective**
1 2 3 4 5

10. Please describe briefly the support you received from the CSEP staff.

_____

_____

_____

11. How effective was the support you received?

Not effective **Very effective**
1 2 3 4 5

12. What barriers or obstacles did you encounter during your participation in this program?

_____

_____

_____

13. Please rate your overall satisfaction with this program.

Not at all valuable **Very valuable**
1 2 3 4 5

14. Comments:

_____

_____

_____

Thank you very much for helping in the evaluation process!

Appendix C

Publicity and Recruitment Materials

Is Your Spelling A Little Shaky?
Have You Forgotten More About Math Than You Remember?
Does The Thought Of Another Test Fill You With Terror?

Sharpen Your Skills With The Career Skills Enhancement Program

- ☞ Work-Release Time (You Still Get Paid!)
- ☞ Free And Confidential Tutoring In Reading, Writing, Spelling, Math and ESL.
- ☞ Career Counseling

For more information, call Brenda Gray at 453-6907

A joint partnership between the Santa Clara County Office of Education and S.E.I.U. Local 715

Funded by the U.S. Department of Education

"Serving People"

"Serving People"

CAREER SKILLS ENHANCEMENT PROGRAM

Santa Clara County Office of Education

Wanted: Caring, sensitive, enthusiastic adults willing to tutor County Office Of Education employees in reading, writing, basic math and English-as-a-second language.

Requirements: Complete 9 hours of training
Tutor 3 hours per week

Benefits:

Valuable volunteer experience
Personal enrichment
Empowering another person

MAKE A DIFFERENCE IN SOMEONE'S LIFE! VOLUNTEER TODAY!

9 hours of tutor training required and all materials provided. Next free training offered May 14, 16 & 21 6:30-9:30 p.m. in the lunchroom of the Media Center, 55 Skyport Drive, San Jose.

TO VOLUNTEER OR FOR MORE INFORMATION, CALL BRENDA GRAY AT 453-6907

The Career Skills Enhancement Program is a National Workplace Literacy Program funded by the U.S. Department of Education

"Serving People"

The Career Skills Enhancement Program

Presents

Overcoming Test Anxiety

(and improving your test score!)

* **Practical Preparation Tips**
* **Different Types of Exams**
* **Time Management & Prioritizing**
* **Relaxation Techniques**

The workshop will be offered on various dates and times to allow all COE employees an opportunity to attend. (You only need to attend one session.)

Wednesday, October17th; 10-11:30am

Thursday, October 25th; 2-3:30pm

Tuesday, October 30th; 2-3:30pm

To register call Brenda Gray or Eric Bruckner at 453-6907.
The workshop wil be held at the EMC, 55 Skyport Drive (Annex) in the ITFS Classroom.

The Career Skills Enhancement Program is a National Workplace Literacy Program Funded by the U.S. Department of Education

NO. 199
May 7, 1990

CONTACT

SANTA CLARA COUNTY OFFICE OF EDUCATION • STAFF NEWSLETTER

COE Starts Workplace Literacy Program

A new literacy program designed to improve reading, writing, math and English-as-a-second-language skills of County Office of Education (COE) employees will soon be in place, thanks to a $201,654 grant recently awarded by the U.S. Department of Education.

"Although the County Office is an education agency, it is not exempt from the problem of workplace illiteracy," said Brenda Gray, project coordinator of the new Career Skills Enhancement Program. "We employ people in a wide variety of job classifications and skill levels. That's why we are really excited about receiving this money and starting a program that will help our employees with literacy and job enhancement skills."

Susan Strubbe (left), Juan Gonzalez and Brenda Gray discuss the new literacy program.

She added that the program will "ultimately build participants' self-confidence and self-esteem," making them more "promotable."

The COE was one of 208 programs nationwide which submitted proposals to the U.S. Department of Education for a Workplace Literacy Program grant. Thirty-eight projects were selected for funding.

The Career Skills Enhancement Program is the result of planning by an advisory committee made up of COE management personnel and members of Service Employees International Union (SEIU), Local 715. Susan Strubbe, field representative for Local 715, and Juan Gonzalez, maintenance custodian at Central Independent High School, were among those who urged the COE to apply for the money and initiate an employee literacy program.

Prior to applying for the grant, the advisory committee estimated that at least 200 people among the approximately 1,500 COE employees need basic literacy or English-as-a-second-language skills. Many were hired by the COE before written employment tests were required.

Program tutors will come from both COE and the community. After July 1, an education/career counselor will be hired to assist program participants in reaching career goals through a series of workshops and individual counseling.

Because of the sensitive nature of illiteracy, Gray noted that tutoring and assessments will be done in private areas, and sensitivity awareness workshops will be conducted for chief stewards and supervisors. "Participation in the program will be treated with the utmost confidentiality," she said.

Day of the Teacher
May 9

Classified Employees Week
May 20-26

COE/Districts Consider Bus Plan

A proposal to pool student bus services through a Joint Powers Agency (JPA) system is being studied by the County Office of Education (COE) and various school districts in Santa Clara County as a means of lowering skyrocketing transportation costs.

"By combining our resources through a JPA, we may be able to achieve a cost saving and have better use of equipment and facilities, which will ultimately benefit the children," said Carmine Forcina, assistant superintendent of COE Student Services.

The proposal, which recommends five regional JPA districts throughout the county, is of interest to the COE because of a $2-plus million deficit for the 1989-90 school year anticipated by the Transportation Department. The deficit is the result of reduced state funding, inflation and increased services caused by integrating special education students (previously served at centers) on school district sites.

Currently, the 33 kindergarten through grade 12 school districts in the county are responsible for transporting their own students to and from school, either through a transportation department or an outside contractor. In addition, the COE transportation department daily buses 1,713 special education students attending COE schools and district schools located at various sites throughout the county.

Some of the inefficiencies in the current district transportation system

(See BUS PLAN inside)

INSIDE

"CONTACT 200" Contest

Meet Duplicating Services

Employee of the Month

Appendix D

Workshop Evaluation Forms

Career Skills Enhancement Program
Interview Panel Evaluation Form

In order to help us improve our presentations, we would appreciate your frank responses to the following questions. At the end of the workshop please complete this form and leave it in the drop box. Thank You!

Name (optional)_____

	excellent				poor
1. The panel was:	1	2	3	4	5
	very clear				not clear
2. The information presented was:	1	2	3	4	5
	very helpful				not helpful
3. The presentation was:	1	2	3	4	5
	thoroughly answered				not answered
4. My questions were:	1	2	3	4	5

5. I most liked the: _____

6. I least like the: _____

	excellent				poor
Overall, I would rate the panel discussion:	1	2	3	4	5

Comments: _____

_____

_____

_____

7. Do you have any suggestions for future workshops? _____

_____

_____

_____

The Career Skills Enhancement Program is a National Workplace Literacy Program funded by the U.S. Department of Education.

Career Skills Enhancement Program
Interview Clinic Evaluation Form

In order to help us improve our workshops, we would appreciate your frank responses to the following questions. At the end of the workshop **please complete this form and leave it in the drop box.** Thank You!

Name (optional)_____

	very helpful				not helpful
1. The pre-interview packet was:	1	2	3	4	5
	very easy				very difficult
2. The interview questions were:	1	2	3	4	5
	very realistic				not realistic
3. The interview was:	1	2	3	4	5
	very helpful				not helpful
4. The feedback I received was:	1	2	3	4	5

5. I most liked the: _____

6. I least like the: _____

	excellent				poor
Overall, I would rate the clinic interview:	1	2	3	4	5

7. I would improve the clinic by _____

_____

_____

Comments:_____

_____

_____

8. Do you have any suggestions for future workshops? _____

_____

_____

_____

The Career Skills Enhancement Program is a National Workplace Literacy Program funded by the U.S. Department of Education.

Appendix E

Comments of Workshop Participants

TEST ANXIETY WORKSHOP

MOST LIKED/POSITIVE COMMENTS

Content/helpful info	11
Creative visualization/mental exercises	13
Exercises	2
Focus on what you know	1
General positive comments	9
Materials (general)	2
Visual aids	5
Mnemonics	2
Personal experiences	1
Presentation (humor, calm, clear, prepared, knowledgeable, etc.)	9
Timeline/Preparation	7

LEAST LIKED/NEGATIVE COMMENTS

workshop-related

Elementary level	1
Not enough information about retaining what is studied	1
Pace a little slow	1
Relaxation part	1
"Sleep at the end" (relaxation?)	1
Test (general; some answers not clear)	2
Visual aids hard to read	3

other

Room too cold	3

Four workshops, 52 people in attendance. Comments based on 49 evaluations.

RESUME WORKSHOP

MOST LIKED/POSITIVE COMMENTS

Content/helpful info	6
Examples, personal stories	3
Format of workshop	3
General positive comments	4
Materials (general)	1
Handouts	13
Package idea	2
Visuals	2
Presentation (humor, calm, clear, prepared, knowledgeable, etc.)	11
Question/answer sessions; clear cut, specific answers	1
Skill analysis section	1

LEAST LIKED/NEGATIVE COMMENTS

workshop-related

Basic level -- designed for limited resume/ interviewing experience	1
Evaluation form	1
Focus on Macintosh format	1
Handouts -- typos/not lined up well	2
Intro (should get right to resumes)	1
Length -- limited time	2
Length -- too long	1
Not enough examples	1
Should start and end on time	1

other

Bright lights	1
Videotaping	2

Three workshops, 43 people in attendance. Comments based on 40 evaluations.

INTERVIEW WORKSHOP

MOST LIKED/POSITIVE COMMENTS

Content/helpful info	6
Examples, personal stories	3
General positive comments	1
Length of workshop	1
Materials (general)	
Handouts	8
Visuals	2
Presentation (humor, calm, clear, prepared, knowledgeable, etc.)	6
Question/answer sessions; clear cut, specific answers	1
What employers want	1

LEAST LIKED/NEGATIVE COMMENTS

workshop-related

Length -- limited time	1
Not enough examples	1

other

Few people at session	1
How inside COE works, where are publications that we can look up goals of depts, financial status, etc.	1
Inconvenient location	1
Not enough legal recourse	1
Temperature of room	1

Three workshops, 35 people in attendance. Comments based on 29 evaluations.

PANEL INTERVIEW WORKSHOP

MOST LIKED/POSITIVE COMMENTS

Content/helpful info	2
Examples, personal stories	1
General positive comments	1
Panel	1
Presentation (humor, calm, clear, prepared, knowledgeable, etc.)	1
Question/answer sessions; clear cut, specific answers	2
What employers want	1

LEAST LIKED/NEGATIVE COMMENTS

Videotaping	1

One session, 27 people in attendance. Comments based on 18 evaluations.

INTERVIEW CLINIC WORKSHOP

MOST LIKED/POSITIVE COMMENTS

Feedback	6
Video	1
Realistic questions	1
People -- made it a comfortable learning experience	2
Professional attitudes of interviewers	1
Appreciate the process and support/ Thank you	3
Short time frame emphasized the need to make a strong initial impact	1

LEAST LIKED/NEGATIVE COMMENTS

Time frame -- too short	1
Taping	1
"Any other questions? What questions do you have for us?"	1

IMPROVEMENTS

Videotape panelists' feedback for participant to replay later	1
More questions about position applied for and human relationship	1

SUGGESTIONS FOR FUTURE WORKSHOPS

Support groups to practice expressing strengths, etc.
Future workshop with speaker from Toastmasters
Have the opportunity to practice interviewing

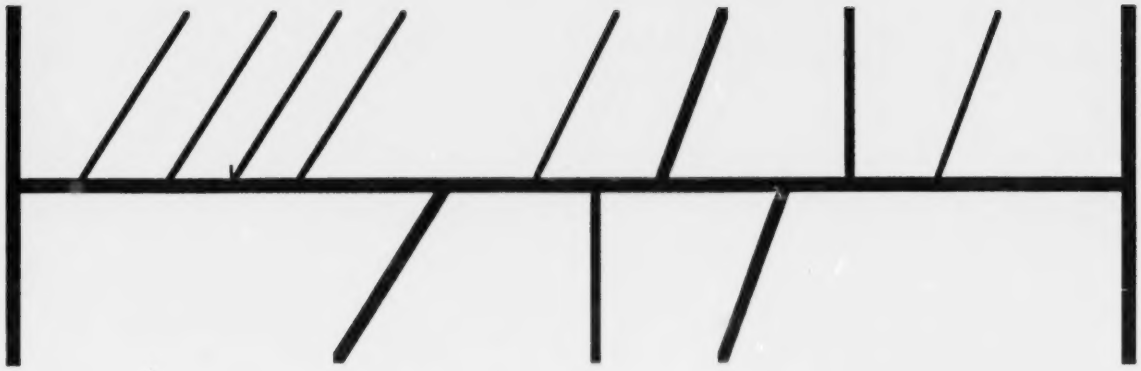
Comments based on 10 evaluations.

Appendix F

Workshop Materials

Preparation

Time Line



Notes on Test

Test

Review Test

Light exercise*

Bed early*

Arrive early*

Study

Flash cards

Partner

Practice Test

Eat Breakfast*

no caffeine

low sugar

Mnemonics

Brief Review

What is Important to Employers?

* Critical Thinking Skills/Decision-Making
* Communication Skills: Oral & Written
* Self-Motivation/Take initiative
* Ability to Handle Stress
* Positive Attitude
* Honest, Reliable

Presentation

* Application
* Resumé
* Personal Appearance
* Interview
* Correspondence

Resumé Formats

Chronological:
Emphasize past experience

* job history
* title, duties, skills utilized
* current/last position listed first
* movement up the career ladder

Skills/Functional:
Emphasize skills/related experience

* focus on abilities
* emphasize skills sought by employers
* skills inventory

Modified Chronological:
Emphasize skills, separates unrelated experience

* demonstrates relevant experience
* emphasize skills and education

Letters

Addressed to specific person

-spelled correctly
-typed, error free, original
-keep copy for file

1st Paragraph

Purpose - why you are writing
-name field/position interested in
-organization/company
-how you heard about job (mention person's name)

2nd Paragraph

Statement of Qualifications/Potential
-summaries skills/qualifications
-asset to organization
-refer to resume--attached

3rd Paragraph

Indicate future action
-I will contact you
-give a time frame

Thank You Letter

-time (valuable)
-name the position you interviewed for
-send within 2 days (48 hours) of interview
-get business card of contact person after interview
-do not send Thank You if not interested in position

Resumé Reminders

1) Accentuate the Positive
   - reflect your uniqueness to fill the position

2) Honest, Realistic View/Image of Yourself

3) Be Concise & well organized

4) Look like an original
   -typed
   -reproduced well

5) Perfect
   -free from grammatical, spelling, punctuation, typographical errors
   -proofread

6) Visually Attractive
   -effective use of white space, underlining, capitalizations

7) Consistent in Format and Layout

8) Illustrate accomplishments/strengths
   -include specifics
   -use numbers
   -example: "increased sales"
   BETTER: "increased sales volume 25 percent in two months"

9) Well selected terminology
   -use action words
   -use jargon of the field
   -example: "helped"
   BETTER: "assisted, created, expanded, revised, supervised

10) Include a cover letter when resume is mailed
    -should be an original

ACTION VERBS

Use these words to help you analyze job duties, college courses, and in writing job and education descriptions.

1. Working with DATA:

Synthesize	Coordinate	Analyze	Gather
Compile	Compute	Copy	Collate
Compare	Perform	Integrate	Report
Interpret	Determine	Examine	Enter
Present	Evaluate	Prescribe	Post
Transcribe	Classify		

2. Working with PEOPLE:

Encourage	Instruct	Clarify	Obtain
Influence	Explain	Demonstrate	Advise
Test	Help	Assist	Define
Motivate	Learn	Observe	Teach
Participate	Cooperate	Coordinate	Support
Interpret	Evaluate	Promote	Assign
Decide	Resolve	Bargain	Guide
Administer	Exchange		

3. Working with THINGS:

Set-up	Adjust	Replace	Alter
Prepare	Change	Restore	Operate
Move	Guide	Maintain	Built
Measure	Test	Select	Control
Observe	Estimate	Determine	Start
Stop	Tend	Fit	Aligned
Assembled	Install	Applied	Inspect

SKILLS ANALYSIS

JOB I HAVE HELD	THINGS I DID WITH PEOPLE	THINGS I DID WITH THINGS	THINGS I DID WITH INFORMATION

Proclaim Your Accomplishments!

USEFUL WORDS

FUNCTIONAL VERBS TO DESCRIBE SKILLS AND ABILITIES

ACCOMPLISH
ACT
ADAPT
ADJUST
ADMINISTER
ADVERTISE
ADVISE
AFFECT
ANALYZE
ANTICIPATE
APPRAISE
APPROACH
APPROVE
ARBITRATE
ARRANGE
ASSEMBLE
ASSESS
ASSIGN
ASSIST
AUDIT
BI-LINGUAL
BOOKKEEPING
BUDGET
BUILD
CALCULATE
CATALOGUE
CHAIR
CHART
CLARIFY
COLLABORATE
COLLECT
COMMUNICATE
COMPARE
COMPLETE
COMPOSE
COMPOUND
COMPUTE
CONCEIVE
CONCEPTUALIZE
CONCILIATE
CONDUCT
CONSERVE
CONSOLIDATE
CONSTRUCT
CONSULT
CONTRACT
CONTROL
COOPERATE
COORDINATE
COPY
CORRESPOND
COUNSEL
CREATE
CRITIZE
DEBATE
DECIDE
DEFINE
DELEGATE
DELIVER
DEMONSTRATE
DESIGN
DETAIL
DETECT
DETERMINE
DEVELOP
DEVISE
DIAGNOSE
DIRECT
DISCOVER
DISPENSE
DISPROVE
DISTRIBUTE
DIVERT
DRAFT
DRAW-UP
EDIT
EDUCATE
ELIMINATE
ENLARGE
ESTABLISH
EVALUATE
EXAMINE
EXCHANGE
EXECUTE
EXPAND
FACILITATE
FAMILIARIZE
FILE
FIRE
FORMULATE
FUND-RAISER
GENERATED
GOVERN
GUIDE
HANDLE
HELP
HIRE
IDENTIFY
IMPLEMENT
IMPROVE
INCREASE
INDEX
INFLUENCE
INFORM
INITIATE
INNOVATE
INSPECT
INSTALL
INSTITUTE
INSTRUCT
INTEGRATE
INTERPRET
INTERVIEW
INVESTIGATE
INVENT
LEAD
LECTURE
LOG
MAINTAIN
MANAGE
MANIPULATE
MARKET
MEDIATE
MENTOR
MERCHANDISE
MODERATE
MODIFY
MONITOR
MOTIVATE
NAVIGATE
NEGOTIATE
OBTAIN
OPERATE
ORDER
ORGANIZE
OVERSEE
PARTICIPATE
PERFORM
PERSUADE
PLAN
PRACTICE
PREPARE
PRESCRIBE
PRESENT
PRESIDE
PRIORITIZE
PROBLEM-SOLVE
PROCESS
PRODUCE
PROMOTE
PROPOSE
PROTECT
PROVIDE
PUBLICIZE
PUBLISH
PURCHASE
RECEIVE
RECOMMEND
RECORD
RECRUIT
RECTIFY
RE-DESIGN
REFER
RELATE
RENEW
RENDER
REPORT
REPRESENT
RESEARCH
RESOLVE
RESTORE
REVIEW
REVISE
ROUTE
SCAN
SCHEDULE
SCREEN
SELECT
SELL
SERVE
SIGNAL
SOLVE
SPEAK
STAFF
STANDARDIZE
STUDY
SUMMARIZE
SUPERVISE
SUPPLY
SURVEY
SYNTHESIZE
SYSTEMIZE
TEACH
TEAM-BUILD
TEND
TEST
TRAIN
TRANSLATE
TRANSMIT
TYPE
UNDERSTAND
UTILIZE
WRITE

June 11, 1991

Dear

Thank you for registering for the Interview Clinic sponsored by the Career Skills Enhancement Program. In order to receive maximum benefit from the program please treat the clinic as you would a regular interview and prepare in the same ways.

If you are interested in a particular position or job title please call me so that I may formulate the interview questions to match the job requirements. Also, if you have a résumé, include experience and other qualifications which fit the position you are interested in. Please fill out the enclosed job application and bring it and/or a résumé with you to the interview.

Preparation for the interview is crucial - - know your skills and qualifications well! (You may want to fill out the enclosed skills inventory.) If you have a poor work history or potential trouble spot, such as being fired from a previous job or difficulty with a supervisor, prepare a statement explaining the situation in the most positive way possible being sure not to place blame on anyone. If you have a disability which may affect job performance, prepare a statement on how you can adapt to the position. Be aware of your career goals and prepare to answer questions on this subject.

Please dress and groom yourself appropriately for the position. It is absolutely essential you come to the interview on time! We, just as any personnel department, will be holding interviews on a tight schedule.

You must provide a blank videocassette (VHS-30 minutes.)

The interview will last approximately 15 minutes. The panelists will give you feedback on your performance and make suggestions for improvement. You will be able to take the videocassette and view it at home.

I hope this will be a positive learning experience for you. If you have any questions prior to the interview please call me at 453-6907.

Sincerely,

Eric Bruckner
Vocational Services Specialist

Interview Questions

- What about this specific job appeals to you?

- How do your education and experience relate to this position?

- What are your career goals?

- Question Relating to Position (See attached sheet.)

- Why should you be selected for this position?

- Is there anything you would like to add or do you have questions for the panel?

Career Skills Enhancement Program

Interview Clinic

Applicant

_____

Position

_____

GROOMING

1) Appropriate dress _____
2) Hair _____
3) Hands _____
4) Make-up (if applicable) _____

PRESENTATION

1) Confidence level _____
2) Posture _____
3) Eye contact _____
4) Clarity of Speech _____
5) Rate of Speech _____
6) Nervous movements _____

50	60	70	80	90	100	NA

CONTENT

1) Knowledge of position _____
2) Specific experience _____
3) Work attitude _____
4) Getting along with co-workers _____

50	60	70	80	90	100	NA

Strengths: _____ 80

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